



STATE OF COLORADO

CLASS SERIES DESCRIPTION

September 1, 2001

TEACHER AIDE

J2A1XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses one level in the Teacher Occupational Group and describes work in instructing portions of a class and tutoring individual students to assist the classroom teacher with the education of students. Work involves following a teacher's specific directions in order to implement lesson plans and coordinate instructional efforts; maintaining order and discipline in the classroom and on school grounds; planning and preparing teaching aids; presenting the subject matter to students through group instruction, discussion, role playing, or demonstration; and monitoring behavior and assisting students with assignments in order to present or reinforce subject matter concepts and meet instructional or behavioral needs. Positions in this class may also perform support tasks, including taking attendance, using answer keys to grade homework or exams and record grades, typing or entering data and reproducing instructional materials, and maintaining the supply inventory and preparing requisitions for purchases. Positions may work in a security facility or a special education setting with students with disabilities. It is the assistance to the credentialed classroom teacher with the instruction of students that separates this class series from other occupations working in an educational setting.

CONCEPT OF CLASS

This class describes the teacher aide. As described above, positions in this class assist a teacher by implementing lesson plans as directed, instructing students, monitoring and responding to a student's instructional and behavioral needs, and conferring with the teacher on special needs of the student. Positions in this class also perform office support tasks, such as maintaining and mailing student records, copying materials, maintaining the supply inventory and filling requests. In this class, positions may monitor the classroom when the teacher is away for brief periods of time. Included in this class are positions receiving training and orientation where performance is expected to reach the fully operational level within the initial probationary period.

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FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the defined level, as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. For example, positions in this class carry out lesson plans and directions prescribed by a teacher. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. These alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. For example, teacher aides prioritize assignments and the appropriate steps to maintain discipline as prescribed. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the operation. For example, any deviation from prescribed lesson plans and instructions requires conferring with the teacher first or following pre-established alternatives.

Complexity -- The nature of, and need for, analysis and judgment is prescribed, as described here. Positions apply established, standard guidelines that cover work situations and alternatives. For example, positions in this class apply specific rules, directions, and lesson plans in instructing students or apply established purchasing procedures when requesting or purchasing supplies. Action taken is based on learned, specific guidelines that permit little deviation or change as the task is repeated. Any alternatives to choose from are clearly right or wrong at each step. For example, an error results if automated system instructions and procedures are not followed when entering data.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. For example, in instructing students, positions in this class guide student behavior to maintain discipline, and coach and respond to instructional needs.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team.

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ENTRANCE REQUIREMENTS

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 9/1/01 (DLF). Teacher Consolidation Study - revised class description. Published as proposed 6/19/01.

Created 9/1/93 (KKF). Job Evaluation System Revision project. Published as proposed 4/9/93.

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Teacher Aide	Defined	Prescribed	Advise	Indiv. Contributor

ISSUING AUTHORITY: Colorado Department of Personnel/General Support Services